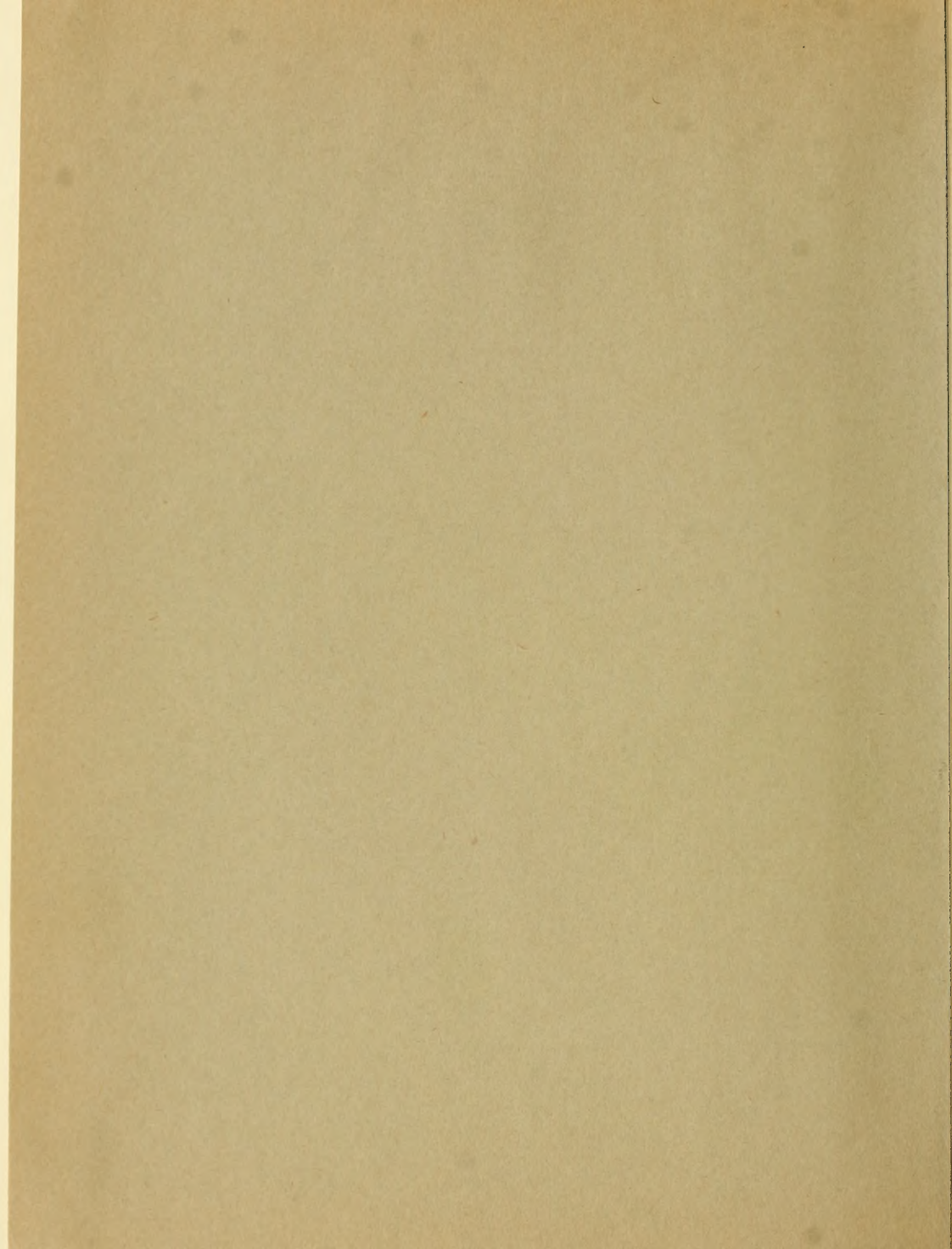


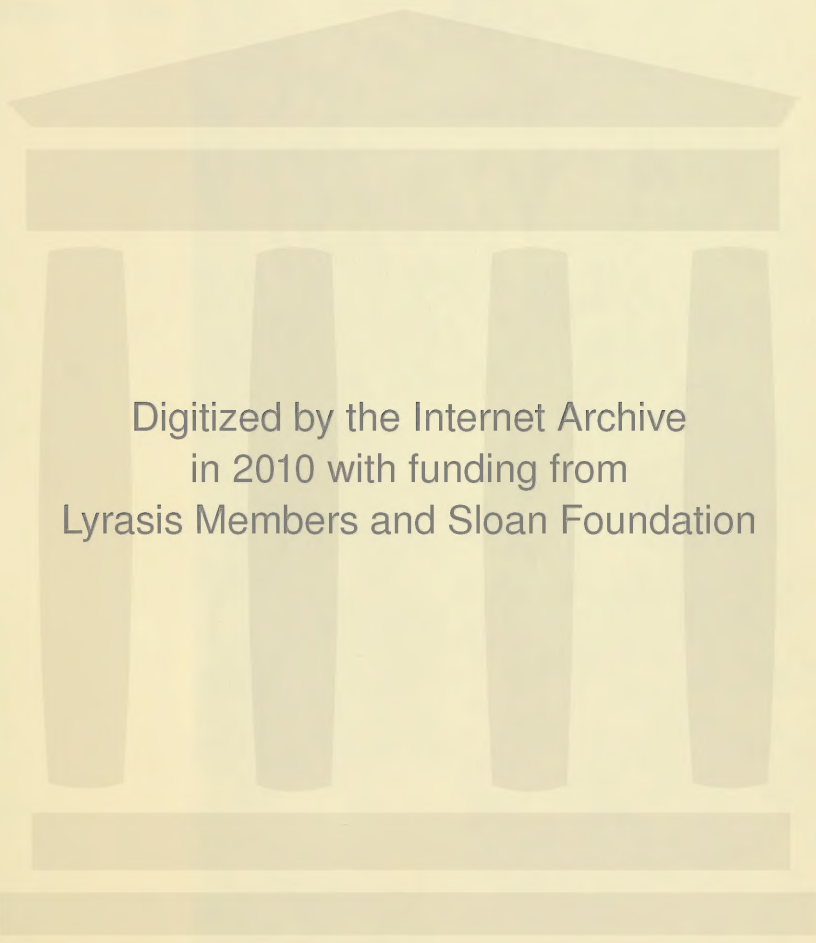
THE OHIO ALUMNUS

1965-1966









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the
OHIO
Alumnus

October, 1965
Athens

A SPECIAL ISSUE



the Ohio Alumnus

October, 1965
SPECIAL ISSUE

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OHIO UNIVERSITY

The President's Convocation

October 5, 1965, Athens

ACADEMIC PROCESSIONAL
Processional March, George T. Jones

The Ohio University Band
Charles Minelli, Conductor

HONORS: Four Ruffles and Flourishes, followed by "THE NATIONAL ANTHEM"
(*Played in honor of General Dwight D. Eisenhower, the 34th President of the United States*)

CONVENING OF THE PRESIDENT'S CONVOCATION

Edwin L. Kennedy, A.B., M.A., LL.D.
Chairman, Board of Trustees

INVOCATION

The Rev. William G. Black, A.B., M.A., B.D.
Rectar, The Church of the Good Shepherd, Athens

THE PRESIDENT'S CONVOCATION ADDRESS

Vernon R. Alden, M.B.A., LL.D., LL.D.
President, Ohio University

Introduction of Special Guests:

Robert L. Morton
Distinguished Professor of Education, Emeritus
Fred R. Beasley, Athens, Ohio

DEDICATION OF PLAQUES

Bronze Plaques commemorating the visits of 18 distinguished persons to the Ohio University campus

Fred H. Johnson, B.S.C., LL.D.
Vice-Chairman, Board of Trustees

CONFERRING OF THE HONORARY DEGREE

ALMA MATER

The Audience

BENEDICTION

The Rev. William G. Black

ADJOURNMENT OF THE CONVOCATION

Edwin L. Kennedy

ACADEMIC RECESSIONAL

Ohio University Band

Recessional Grand March, Clare Grundman

The Chimes in historic Cutler Hall are being played by Stephen Hourr.

GENERAL OF THE ARMY Dwight D. Eisenhower, looking fit and robust for a man nearing 75 years, stood on the Cutler Hall steps and flashed the same smile that won for him smashing political victories in 1952 and 1956. By his side was Ohio President, Dr. Vernon R. Alden.

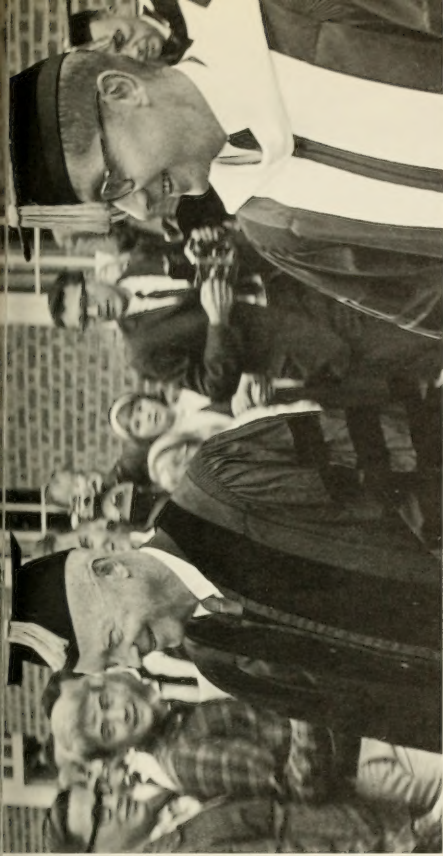
More than 15,000 lined the motorcade route from Peden Stadium and jammed the College Green October 5 for the annual President's Convocation. The short program included Dr. Alden's message to the students and faculty, the awarding of an honorary Doctor of Humane Letters degree to General Eisenhower, and the dedication of 18 bronze plaques commemorating the visits of outstanding persons to the Ohio University campus.

Dr. Alden, speaking from the West Portico of Memorial Auditorium, announced that Dr. Robert L. Morton, Distinguished Professor Emeritus of Education, had established the third Ohio University endowed professorship, and that Fred R. Beasley, one of the leading citizens of Southeastern Ohio, had pledged a substantial gift which will enable construction of the \$7 million convocation center to begin after the first of the year.

The 34th President of the United States arrived in Athens via helicopter from Lockbourne Air Force Base in Columbus. He was met by Dr. Alden, Ohio's Board of Trustees and area dignitaries. The academic procession followed, leaving promptly from Cutler Hall at 11 a.m.

In his acceptance speech, the General geared his comments to the undergraduates in the audience. "There is no greater honor or goal any man can achieve than to be a shining example of a free citizen in this country."

Dr. Alden, in his State of the University message, told the audience, "Ohio University is now faced with the choice of establishing for itself new standards of achievement, or of succumbing to aimless expansion in the guise of progress. If we are to make creative use of our newfound potential for distinction, we must further define our purpose and goals."



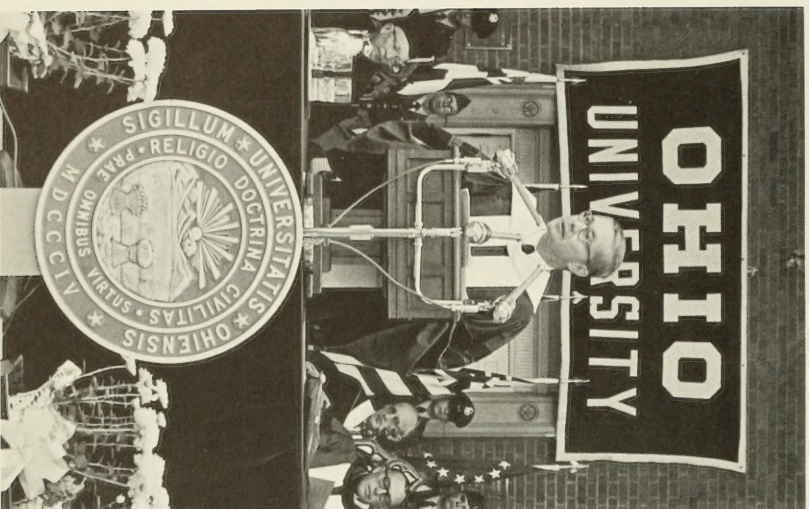
The President's Convocation Address

In January, I shall be completing four years as President of Ohio University. My first speech on campus, in January of 1962, was entitled "Change is Now a Way of Life." I was speaking primarily about society at large, but I was also describing Ohio University. Fortunately, this description continues to be accurate in 1965, as I'm sure it will be for many years to come.

Today, I am particularly pleased to be able to announce two new developments that will contribute substantially to the greater distinction of Ohio University. Dr. Robert L. Morton, Distinguished Professor Emeritus of Education, became known during his 44 years at Ohio University as an outstanding theorist in the field of education. Augmenting the great personal contribution he has already made to the University, Dr. Morton has expressed a desire to establish an endowed professorship. At their meeting this morning, the Board of Trustees gratefully acknowledged this thoughtful act and voted to establish at Ohio University the Robert L. Morton professorship.

It is also my pleasure to announce today that plans for a vitally-needed convocation center will soon be put into effect as the result of another outstandingly generous contribution to Ohio University. Mr. Fred Beasley, one of the leading citizens of Athens, has pledged to the University a substantial gift, which will enable us to begin construction of the new convocation center after the first of the year. The Board of Trustees, in accepting this gift on behalf of the University, this morning voted to name this new facility the Fred Beasley Center.

The two announcements I have just made emphasize the fact that, at Ohio University, change is taking place at an expanding and accelerating pace. The many physical changes are, of course, most easily recognized. The noise and disorder of construction are all around us, as they must be for yet some time if we are to have the educational facilities required by our outstanding faculty and superior students. The substantial increase in the



University's budget during the past four years enables us both to attract the people who will build a great university and to provide them with the support that will make it possible to do the job. New faces, among the faculty and administration as well as among the students, reflect the continuing infusion into the University of new ideas, new methods, new skills and standards.

Other changes, less obvious but equally as significant, are taking place at Ohio University. Some of the most substantial changes have been progressions along previously established lines, while many others have involved departures in new directions. Every change, however, has been directed toward one goal: the achievement of distinction in higher education.

Without denying the great importance of accomplishments in the recent past, we can describe the majority of changes in the past four years as direct responses to immediate needs. Now, however, with a good many fundamental requirements substantially fulfilled, we have attained a new freedom of action in charting a distinctive course toward a distinguished future. Ohio University is now faced with the choice of establishing for itself new standards of achievement, or of succumbing to aimless expansion in the guise of progress. If we are to make creative use of our new-found potential for distinction, we must further define our purpose and goals.

The challenge we face in trying to develop a university of distinction is similar to—and closely related to—the challenge being faced by each of you as you attempt to develop your potential as individuals. You are creating a life, we are creating an institution; together we seek not only self-respect, but the lasting esteem of society. No faculty or administration can alone build a great university. If we are to build such an institution here at Ohio University, it will be because enough students have cared to contribute to this difficult achievement.

In the past four years, I have had the pleasure of meeting with many students and student groups. I feel that, as a result of these discussions, I have learned a great deal about you. Many of you share our ambitions for Ohio University, and have proposed specific suggestions for improving the University as it now exists. Others, however, have imposed limitations on their thinking, assuming that the University is too large or too bureaucratic to be responsive to their needs and aspirations. This feeling seems to be widely held, despite the fact that the University environment offers you opportunities that you are likely never again to have.



General Eisenhower was met at Peden Stadium by Ohio's Board of Trustees and area dignitaries. Left to right, Dr. Vernon R. Alden, the General, Dr. Robert L. Morton, former State Senator C. Stanley Mechem of Nelsonville, and Fred H. Johnson, vice president of the Board of Trustees.



The Rev. William H. Black, Rector, The Church of the Good Shepherd, Athens, delivered the invocation.



It is one of the primary functions of schools in general, and of universities in particular, to establish an environment which cultivates individual significance. There is always the danger, however, that those who enjoy such an environment for an extended period of time will assume it to be characteristic of institutions as a whole. Outside the academic world, however, institutions—business firms, government agencies, even charitable institutions—use people for ends of their own.

These institutions have certain obligations, to which they commit the people who work for them. While most institutions have a limited concern that the people who work for them find personal significance in their work, one cannot expect any work continuously to provide this opportunity. The ability to discover one's own maturity, even when the environment seems

to frustrate such an effort, is therefore one of the most important requirements of maturity.

To me, it seems that one of the most important objectives of the University is to help you learn to find your own significance. I am not saying we can do this for you, because obviously we cannot. We cannot set your goals for you and we should not. But we can ask questions, exert pressures and offer opportunities which may help you in the process of self-discovery.

Essential to this process of self-discovery are the interrelated questions "Who am I?" and "What can I do?"—perhaps the most important and most difficult questions that you will ever be called upon to answer. I sincerely hope that you will not pass through Ohio University without



Edwin L. Kennedy, chairman of the Board of Trustees, convenes the convocation.

discovering at least tentative answers to these questions. For unless you begin to resolve them in an institution whose purpose is to elicit such questions and to assist in their resolution, the chances that you will begin this process after graduation are extremely small. There will be too many crises, too little time and too many pressures to conform to the needs of others. Then quickly it will be too late, for you will be so far committed to past mistakes that it will be impossible to make effective use of any new answers you may somehow discover or have thrust upon you.

While the process of conscious self-discovery is best begun during your university years, you must face a number of difficulties particular to this transitional time of life. Prior to your arrival at the University, you spent the majority of your time in being initiated, through educational experi-

ences both formal and informal, into a society established to meet the needs of preceding generations. This is a necessary and reasonable procedure, since no new generation ultimately rejects more than a small fraction of the accumulated experience of the past. You must now, however, acquire a new perspective of your own. You must determine those qualities which are uniquely yours and decide in what manner they will best be used.

Because individuals and institutions will want to use you throughout your lives, it is critically important that you learn first how to use yourselves. Unless you acquire this power, the amount of individual freedom you have in later life will be limited in the extreme. You will have forfeited the privilege to ask "Who am I?" and "What can I do?", for others will

have determined the answers for you.

It is unfortunately always tempting, especially when one is young, to assume that one's value as an individual consists primarily of things thought or felt—and very little of things said or done. This is another of the disadvantages of prolonging the period in which young men and women are dependent on others for support and direction. But if you fail to develop the ability to transform what you think and feel into an ordered pattern of words and actions, you will consequently find yourself incapable of real feeling and thought. Thus you will have lost all significance, not only to society, but to yourselves.

I hope I've been able to make it clear that your years at Ohio University should be years of change. Many of you have changed greatly, and the University has shared the benefits of your achievement. Others, however, have hardly changed at all, but have left the campus with the same limited aspirations with which they came four years before. For them, the university experience has been little more than an empty ritual in the progression from one mediocre performance to the next.

The University cannot force change upon you, nor should it. But it can offer you a great many alternatives to your present way of life. Those who have attained personal significance in previous generations have achieved it through a continual and careful selection of the opportunities which lay before them. They rejected what was expected of them to pursue instead goals of the highest value both to society and to themselves.

The necessity for choice can never be escaped, for one is never sure which of one's actions—or failures to act—will be of lasting significance for the rest of one's life. Your decision to attend Ohio University was one such act. But of even greater significance is a decision you may not yet have faced: what will Ohio University ultimately mean to you?

Here I return full circle to the point I made at the beginning of this address. Ohio University must now define for itself new purposes and goals. Just as your task is difficult in achieving personal significance in our complex society, so is our task difficult in achieving distinction among the great universities of today. The faculty and the administration cannot achieve significance for you—but neither can we achieve distinction for the University without you. We share a common opportunity—a mutual responsibility—which can give richness, excitement and new meaning to all of our lives.



RESPONSE BY GENERAL EISENHOWER

President Alden, members of the Board of Trustees, faculty and students of Ohio University and the University's friends.

I am, of course, deeply complimented by the action of the President, the faculty, and the Board of Trustees in conferring upon me the honorary doctorate of Ohio University. Now, my sense of satisfaction does not come because of any false conceptions of my own merit for such an honor. Rather, it comes from the fact that I deeply respect the liberal arts college and university in this nation, as the very best guarantee of our system of self government. The freedom and human dignity of man depends, in the future, upon these schools and upon people here now undergoing their instruction.

I am particularly interested, and I hope you will allow me to address a word to the undergraduates. Now, in the elementary and high school levels, I think students are being introduced to education and to methods of study. Those in the graduate schools have already decided upon their vocations and are pledging themselves to usefulness in any and many of the professions. In the undergraduate levels, I think, aside from all of the education and knowledge that is being crammed into your heads, you are also going through a period of what I call orientation. You are discovering on your own what it means to be a citizen of a free society; what are your obligations to it as well as your rights that you exercise under it.

We like to think in the United States that no man's freedom is limited in any way except by the one proviso that he shall not trample upon the equal rights of others. A very wise Frenchman once said that liberty is nothing but the opportunity for self-discipline. The more you ponder this definition, the more I believe you will come to see its wisdom. Because, unless we discipline ourselves, as sure as we live, someone else will do it for us, and no longer will we enjoy self-government and the liberty that we prize so highly.

Now, this matter of self-discipline is part of a scheme, or of the process of orienting yourself. What are your obligations

as well as your rights, and are you preparing yourselves to perform them? I believe that anyone who does not register and who does not vote, and is of voting age, is abandoning his right of self-government. He is letting someone else do it for him. There are all kinds of things that we must look at within ourselves; whether or not we are going to be useful citizens of the United States. In my mind, there is no greater honor and no greater goal that any man can achieve than to want to do just that, to be a shining example of a citizen in this great free country. So, to the undergraduates, I say, you are just now enjoying one of your greatest opportunities. This is the time when you are leaving truly youthful things behind you, and you are maturing. By the way, I was told just a day or so ago, there are three ages, three periods of a man's life—youth, maturity, and then, "My, you're looking well." You are just reaching the age of maturity, and it is a wonderful period.

Now, there is just one other thought that I want to leave with you and that is this; please, no matter how hard the work, how tough the going, always have some fun every day in life. If you do not enjoy life, it is not worth living. This enjoyment comes from many things, a job well done, satisfaction in overcoming a difficult problem . . . it can be anything, just because of a charming friend you have or the place where you live. Whatever it comes from, though, remember a life should be a happy one, no matter what its trials. It was great privilege to know one lady who suffered agonies for 14 years with an incurable cancer. To the day she died, and I saw her many times, I never once saw her without a smile on her face, a welcome to her guests. And even when she was in bed, never once did I see a frown on her face. I say she was one of the happiest women and people I ever knew.

So I just say have fun, because that is part of being a good citizen and never forget it. There abideth faith, hope and charity, and the greatest of all is a sense of humor.



OHIO CONVOCATION CENTER ANNOUNCED



The \$7 million Fred Beasley Center announced by Dr. Vernon R. Alden at the President's Convocation October 5 will be built on land south of the University's West Green on Richland Avenue.

The Center will provide a setting for all campus-wide events: Commencement exercises, convocations, and musical events. It will contain a portable stage and platform, first-rate acoustical facilities, lighting, and air-conditioning so that programs can be held the year around. In addition, there will be a basketball floor so that Ohio's various games, and, hopefully, national tournaments can be played there. The large, circular facility will have a seating capacity of 14,000.

Office and classroom facilities for the Department of Athletics will be contained in the new building. Also, one of the unique features of Beasley Center is that 380 students will be housed in dormitory rooms which capitalize on the unusual structure of the building. Adequate parking will be provided under and around the Center.

"It is appropriate that Fred Beasley, who has been one of the leading citizens of Southeastern Ohio, should have made the gift that has made it possible to develop such an important new cultural, educational and recreational resource for the whole area," said Dr. Alden.





Architectural rendering of the \$7 million Fred Beasley Center



Mr. Beasley, a native of Athens County and a pioneer in the establishment of automobile dealerships, is president of the largest chain of automobile dealerships in the United States as well as one of the largest engine rebuilding industries in the country. Dealers of the Beasley Ford agencies sold over 33,000 units last year. The four Beasley engine rebuilding plants and his dealerships employ over 3500 workers.

A number of "firsts" mark Beasley's business career. He sold the first car in the midwest, a transaction he concluded in Amesville, after calling on the customer on horseback. The car is now on display in the showroom of the Beasley-Mathews agency in Athens. Another first was building the first Ford garage in the midwest. This was accomplished in 1913 when he received his first Ford contract.

The first car sold in the midwest, now on display in the Beasley-Mathews Ford agency showroom, Athens, was sold by Mr. Beasley.



Mr. Beasley, a prominent horseman, parades show horse for guests at his fair eight miles from Athens.

Mr. Beasley's automobile dealerships include 25 Ford, Lincoln and Mercury agencies in Ohio, West Virginia, Pennsylvania, Texas and Kentucky, with home offices in Athens.

Beasley Industries, a major automobile engine and accessories rebuilder, was founded 35 years ago with plants in Columbus, O., and Altoona, Pa. Four additional plants are located in Easton, Md., Charlotte, N. C., Atlanta, Ga., and Central Bridge, N. Y. A new \$1 million plant to be constructed in Hilliard, O., a Columbus suburb, was announced in September.

Other Beasley enterprises include:

Southern Ohio Silica Co., Richmondale, producer of silica sand for the glass industry; Furr Coal Co., Sharpsburg; River Coal Co., West Columbia, W. Va.; Ohio Auger Coal, Inc., Warner, producing one half million tons of coal annually for power plants in Southern Ohio and Virginia; Capital City Manufacturing Co., Columbus, manufactures of airplane, helicopter and missile parts; distributor of Quaker State Products in Southern Ohio for the past 40 years, and large investments in oil and gas industries in Oklahoma, Texas, Ohio and Pennsylvania.

Interest in the wholesale grocery business in Southern Ohio through the former F. J. Beasley Grocery Company, Athens; manufacturers of Ray-Glo space heaters, Shelbyville, Ind.; interest in several automobile accessory stores; supplier of swimming pools through Family Fun, Inc., Canton, O., and owner of Fred's Steak House, Nelsonville.

Mr. Beasley resides at Windy Hills Farm, eight miles from Athens. A prominent horseman and the owner of several show horses, he is a breeder of Shetland ponies.

Mr. Beasley's three daughters, Alice, Mrs. Howard Hively of Fort Lauderdale, Fla., Marjorie, Mrs. Robert Mathews of Athens, and Virginia, Mrs. Richard Holzer of Lancaster, O., attended the President's Convocation.

THE ROBERT L. MORTON ENDOWED PROFESSORSHIP



The Robert L. Morton Endowed Professorship announced by President Vernon R. Alden at the President's Convocation is the third endowed professorship to be established at Ohio University. The first, named for Charles O'Brien, was announced in 1963. The Rush Elliott Professorship was announced at Commencement last June.

Dr. Morton, named a distinguished professor upon his retirement in 1960, has taught at Ohio University for 42 years. He is the author of nine textbooks and the co-author of 137 editions of intermediate level mathematics books. These books include a series for grades three through eight. This text is used in schools throughout the United States.

Dr. Morton was born Nov. 25, 1889 in Brownsville, Ohio. He attended Bowling Green Township High School, Ohio University, Columbia University, and Ohio State University. He received his Ph.D. in 1925 from Ohio State University. He has taught all grade levels, beginning his career as a teacher in the Brownsville Elementary School System in 1907. In 1913 he became supervisor of the public schools in Frankfort, Ohio. He came to Ohio University in 1918 to teach in the Extension Division. He had formerly taught several summers at Ohio with High School Teachers study groups.

In 1920, Dr. Morton became director of the Extension Department. Dr. Morton was named professor of education in 1936 and professor and consultant in education in 1951. His reputation in the field of education led to his appointment on numerous state and national committees on education. He is a member of the Educational Research

Association, National Council of Teachers of Mathematics, National Society of College Teachers of Education, National Society for Study of Education, Council of the Ohio Education Association, and Ohio Committee of the National Survey of School Finance. He has also been president of the State Board of the Teachers Retirement System of Ohio and a consultant to the Ohio Educational Policies Commission.

He has frequently taught as a guest professor during the summer months on such campuses as Ohio State University and the University of Washington. Dr. Morton is also well known as a lecturer, having filled speaking engagements in 33 states.

A Certificate of Merit was awarded to Dr. Morton by the Alumni Association in 1954 for his work in higher education and authorship of textbooks. Since his retirement in 1960, he has continued to live in Athens. Presently he is working on new editions of his series on elementary school mathematics. These will be published early in 1966.

Dr. Robert L. Morton was married to the former Ella Jean Adams, '14, who died in 1956. They had two children, Mrs. Jean A. Morton Webb, deceased, and Mrs. Mary Eleanor Morton Kadison, Myrtle Beach, South Carolina, both graduates of Ohio University.

He is a member of Phi Delta Kappa, honorary educational fraternity; Sigma Xi, honorary scientific fraternity; and Phi Beta Kappa, Lambda of Ohio, 1929. Dr. Morton is also a Fellow in the American Association for the Advancement of Science.

These inscriptions appear on the 18 bronze plaques dedicated

WILLIAM MCKINLEY

President of the United States, 1897 to 1901
Visited OCTOBER 3, 1891

"Honesty, capacity, and industry are nowhere more indispensable than in public employment."

WILLIAM JENNINGS BRYAN

United States Secretary of State, 1913 to 1915
Visited OCTOBER 26, 1915

"The humblest citizen of all the land, when clad in the armor of a righteous cause, is stronger than all the hosts of error."

CARL SANDBURG

Poet
Visited OCTOBER 29, 1935

"Man will never arrive, man will always be on the way."

WILLIAM HOWARD TAFT

President of the United States, 1909 to 1913
Visited AUGUST 29, 1908

"The battlefield as a place of settlement of disputes is gradually yielding to arbitral courts of justice."

ROBERT FROST

Poet
Visited OCTOBER 25, 1938

"What we do in college is to get over our little-mindedness."

THEODORE ROOSEVELT

President of the United States, 1901 to 1909
Visited MAY 17, 1912

"Much has been given us and much will rightfully be expected from us."

HERBERT HOOVER

President of the United States, 1929 to 1933
Visited OCTOBER 28, 1932

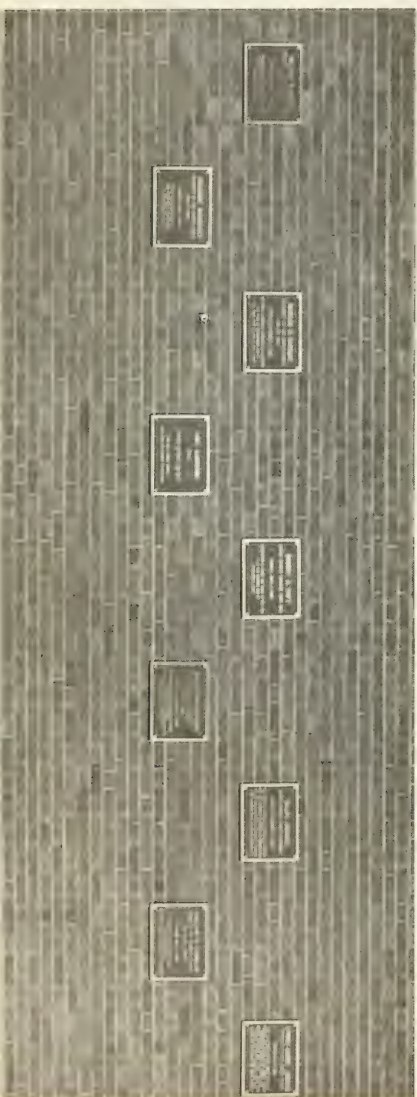
"Words without action are the assassins of idealism."

ROBERT A. TAFT

United States Senator from Ohio
Visited JUNE 11, 1950

"Legislation is never the work of one man; it is the working out of conflicting ideas."

Trustee Fred H. Johnson dedicated plaques



distinguished visitors to the Ohio University campus

ELEANOR ROOSEVELT

United States Representative to the United Nations

VISITED APRIL 26, 1954

*"She would rather light candles
than curse the darkness and her glow
has warmed the world."*

DAG HAMMARSKJOLD

Secretary-General of the United Nations, 1953 to 1961

VISITED FEBRUARY 5, 1958

*"A man who had become what he could
and was what he was, ready at any moment to
gather everything into one simple sacrifice."*

RALPH BUNCHE

United Nations Under Secretary

VISITED NOVEMBER 13, 1959

*"The vision of a world in which all peoples
will live together in peace and brotherhood
may be far from realization, but it remains
the noblest ideal of human existence."*

ARNOLD TOYNBEE

Historian

VISITED MAY 3, 1963

*"Civilization is a movement and not
a condition, a voyage and not a harbor."*

JOHN F. KENNEDY

President of the United States, 1961 to 1963

VISITED SEPTEMBER 18, 1959

*"With a good conscience our only sure reward,
with history the final judge of our deeds,
let us go forth to lead the land we love."*

WILLIAM O. DOUGLAS

Justice of the Supreme Court of the United States

VISITED MAY 7, 1963

*"The way to combat noxious ideas is
with other ideas. The way to combat
falsehood is with truth."*

JOHN GLENN

First American To Orbit The Earth

VISITED FEBRUARY 17, 1964

*"I don't know the nature of God any more
than anyone else. He'll be wherever we go."*

LYNDON BAINES JOHNSON

President of the United States

VISITED MAY 7, 1964

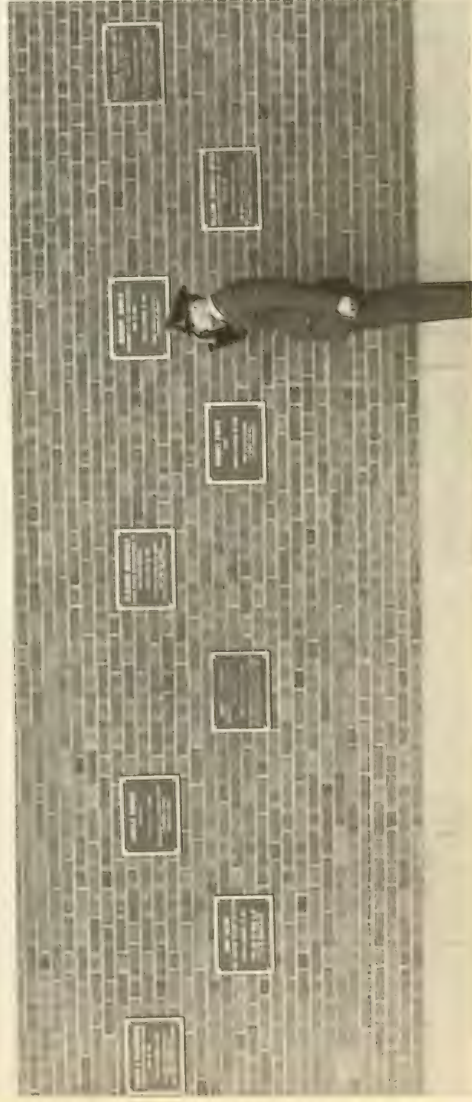
*"Let your young hearts armed with your new
weapons join an old battle against ancient
enemies: the enemies of poverty and disease,
illiteracy and strife . . . with your courage and
your compassion and your desire, we will build
the Great Society."*

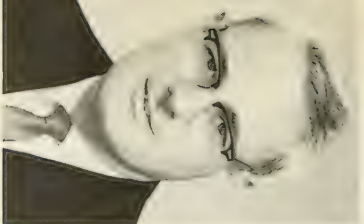
DWIGHT D. EISENHOWER

President of the United States, 1953 to 1961

VISITED OCTOBER 5, 1965

*"The destiny of the nation is as great
in promise as its young people
are great in character."*





NUTS AND BOLTS IN THE EDUCATIONAL MACHINE

Given at a meeting of the Foreman's Club of Columbus, Ohio

By Dr. Thomas S. Smith, Vice President for Academic Affairs

I want to speak with you about my business—higher education. Higher education in today's America is certainly big business: According to the August 1, 1965 edition of *Higher Education and National Affairs* which is published by the American Council on Education, "Operating costs of America's public and private colleges and universities grew 28% to a record \$9.2 billion between the 1961-62 and 1963-64 academic years, the U. S. Office of Education reports." We are spending more on higher education, we are hearing more about higher education, and increasing numbers of our children are partaking of higher education. And yet there are many things about this business of mine which puzzle some of my friends in other professions. It certainly is not a simple business; in fact, in many respects it can't be categorized as a business at all. Those of us who are working in it are trying to build a sound educational machine, and I'd like to tell you some of our problems and solutions, and some of our hopes and dreams.

While my remarks are primarily based on my experiences at Ohio University, I think they are applicable to most of the colleges and universities in our nation.

Most of the pieces of the educational machine can be found in two groups, the students and the faculty. Let's begin, then, with an analysis of some of the factors involving students, and proceed to a discussion of faculty matters.

The first thing which we should note about college students is that there are a great many of them. Not only is the college age population growing, but increasing percentages of young people in the college age population are going on to college. In 1955, 131,590 students attended colleges and universities in Ohio, but by the fall of 1964 the number had jumped to 241,835—an increase of 110,000 or 84% in just ten years.

During the same period of time the percentage of young people from the college age group of 18-21 who attended college increased from 32.8% to 42.6%, and for this fall the percentage is 46.9. The years ahead offer little hope for a slackening of this trend; in fact, some educators estimate that by 1980 as many as 60% of young people in the college age bracket will be pursuing education beyond the high school level.

Naturally, this means that nearly every college and university campus in the country is bulging at the seams. "Where do we put 'em," means the housing director; "How do we educate them?" asks the harassed academic administrator; "Why are the lunch lines so long?" wails the student. Some colleges and universities have become extremely restrictive in their admissions policy, so that even very bright youngsters have a difficult time enrolling in them. This is particularly true at the so-called "prestige" schools, and one consequence is that a youngster may apply for admission at a great many schools just to be sure he gets into one. He may hope for Harvard, but be prepared to settle for Podunk State. Most schools have adopted the policy of charging an admissions fee to screen out this sort of shot-gun approach, but our Admissions Director tells me that there is a young man of his acquaintance who admits to having spent more on admissions fees than he will be spending for his entire education during the first semester of this year!

The second thing we might note about the students of today is that, although they fight for admission to colleges, once they get there, some are scathingly out-spoken about the system which accepted them. I suspect that each of you has been troubled at times when reading about so-called "student uprisings." Certainly student protests have elicited some very colorful "letters to the editor" in most American newspapers and magazines. Generally these letters have been pretty unsympathetic

with student unrest, many of them suggesting that those students who don't like the system should "go elsewhere." I recall one incident at another university where a dean received a very indignant letter from a father who complained that the college certainly had done a poor job of screening students by letting in such riff-raff as those who had led a recent uprising at the institution. He just hoped, he said, that his boy, who was a student there, would not be sullied by such associations. The dean replied that he could understand the father's concern, adding that the son probably had neglected to write that he was the chief instigator of the uprising. There is a point here; those boys and girls who are causing so much concern on the part of so many are, after all, the product of the American home and the American way of life, complex as that may be to explain. We should also remember that this American way of life is predicated upon freedom of speech and the right to assemble peaceably, and that the basis of higher education is the right, indeed the necessity, to question and to seek the truth. We dare not abrogate these rights. President Kingman Brewster, Jr., of Yale University puts it this way: "No university can long remain true to its own heritage, let alone keep faith with the free inquiry which students are invited to pursue, if it curtails the right to speak and listen to all variety of critical opinion. . . . Such prior restraints upon free expression are contrary to the letter and the spirit of the Constitution when applied to private and public gatherings. To curtail such constitutional rights on ground dedicated to free inquiry would indeed be to compound the infringements. Such a move can only reflect a timidity which is unwilling to take the risk which has always been freedom's price; and to underestimate to the point of insult the capacity of free young Americans to take the critical measure of what they listen to." We at Ohio University, and at most other institutions of higher learning, then, are not concerned if students speak their piece in an orderly, albeit extremely vocal fashion. We do not feel that students should have less—or more—than every person's share of constitutional rights. We do not think that the status of student must mean the status of second-class citizen. And we further hope that by allowing for an orderly expression of opinion we can avoid the type of disruptive rebellion which has swept a few other campuses.

Through press conferences during which students can question administrators, through a free student press, through use of students on University standing committees, through a faculty fellows program which allows faculty members to meet with students in the residence halls, through breakfast meetings between President Alden and representative students, and through unscheduled personal contacts, we hope to keep lines of communication open for our students. David Reisman has said, "A college must say to the student, and it doesn't matter what form the statement takes: 'This is not high school anymore; this is different!'" If students are not given the chance to investigate, to protest, to try, to reject, to speak, to listen—if they are, in other words, to be treated as children who must be protected from the big, bad world, how will the college be able to say—"This is different"?

A third point to be made regarding the students of today is that the college life they know is complex and in some degree disorganizing. As we have mentioned, there is the matter of sheer size. I was interested to learn that the freshman class of 5,200 at Ohio University this fall is 400 larger than the freshman class at the University of Michigan. Indeed, the freshman class at Ohio University is 17 times larger than was the entire student body of Kenyon College when I attended that institution. This pressure of numbers has made it necessary for the larger colleges and universities to utilize data processing and various forms of labor-saving teaching methods such as educational radio and television, large lecture sections, programmed learning devices, and recorded lectures. On every large campus there are students—and behind the scenes there are parents of students—who complain of what they consider a lack of individual attention. A good deal of the "student protest" of the past year has been directed at these educational innovations. Indeed, sociologists have even given the name "IBM syndrome" to the reaction many students have to automation. Students complain that they are "merely a number." There are three things I must point out here: First, the use of automated procedures is absolutely necessary in those institutions which have not taken the easy way out by limiting enrollment. Of course a college which chooses to enroll only 1,500 students will not have to use registration or teaching procedures different

from those it has always used. But if every institution took this option, where would our boys and girls go to college? Second, the extent to which such procedures are used is almost invariably exaggerated. A student who desires to talk with a professor is rarely, to my knowledge, turned away from the office door. Also, while there are courses which can economically be well-taught in large sections or via radio or TV, there are many others which are taught in very small, seminar-type groups. In fact, as has been proven at Grand Valley State College in Michigan, use of large lecture sections and automated procedures in some courses allows time and money for small classes and individual attention in other courses. And finally, according to Dr. Stanford C. Erickson, Director of the Center for Research on Learning and Teaching at the University of Michigan, students can learn just as well if *not better* when taught through technological devices as they do in the traditional classroom situation. It does appear probable that a student sitting in an individual carrel in the library studying a programmed learning sequence or viewing a version of a Shakespearean play as done by a famous repertory company would be better informed than a student who sits in a classroom listening to a lecture of a less erudite, less informed teacher. Let us again turn to President Brewster of Yale for a summary: "If my analysis is right . . . it does suggest much, much more ingenuity in devising ways of using modern technology to mechanize the teaching of skills and information so that the live classroom and seminar may be reserved for the testing of hypotheses, analyses, and interpretations where student and teacher join in mutual contribution." While students may not yet like the new media for teaching and learning, they and their parents should realize that the new media are working, working at least as well as more traditional teaching procedures, and are also necessary if we are to conserve enough of the professors' time to allow continuation of small classes and individual attention.

Having partly examined the students' end of the educational machine, let's turn our attention to the other side of the desk and see what the situation is with regard to the faculty.

Again, we are confronted with the old numbers game—there just aren't enough faculty members to go around. It is estimated that we are producing only half the number of Ph.D.'s

we need for higher education, and that half of those which are produced go into fields other than education—into industrial or governmental employment. The shortage of qualified faculty members is greater in some areas than in others, however. Mathematics, engineering, and physics are areas where it is notoriously difficult to compete with the salaries of government and industry, but the fact that last year only 27.2 per cent of the new teachers in America's colleges and universities had the doctorate shows that getting people with top levels of preparation is difficult in all areas. The president of a large institution in the most desirable section of California confided recently that for every faculty member he hired, he had ten turn-downs; in other words, he had to make a hundred and ten job offers to get ten faculty members. When you consider that this institution had to hire approximately 150 staff members last year, you can see the effort which had to go into staff recruiting. Fortunately at Ohio University 40% of our new staff have the doctorate as compared with the national average of 27.2, and while we have had to fight for our good new staff members, we have had less of a struggle than my California colleague.

The point of these facts and figures is simply to make clear that good faculty members are very much in a seller's market; the demand for them *far* exceeds the supply, and they are in a better position to bargain for higher salaries and better working conditions than ever before. There are some educational administrators and many citizens who have not yet grasped this fact. A good faculty member, indeed even a relatively mediocre faculty member, has great mobility; if he is not treated well at one institution, he can go to another, often at a higher salary than he was making. The really top faculty members are constantly being wooed by would-be pirates from other institutions. Each year a good staff member will receive many opportunities to switch jobs if he is looking for a chance; we are very pleased at Ohio University, with a full-time faculty of about 525, that during the past two years we have had no resignations from our full professors, and only one from an associate professor. We believe that this is symptomatic of Ohio University's being a good place to work. And believe me, word gets around in the academic community with frightening speed about which schools are and which aren't good places to work. Once an institution

gets labeled as one to avoid, it takes years to live that reputation—deserved or not—down. One of the important tasks, then, which those of us charged with the administering of institutions of higher learning dare not neglect, is to maintain a healthy and free climate which invites the good staff member to stay and encourages the good ones elsewhere to want to join them.

There is a great deal of talk these days, and even Congressional investigations, about the effect of governmental and private grants on the teaching profession. Government and industry have learned that they can rely upon America's colleges and universities to help in answering baffling questions, and the money is, indeed, being supplied at an ever increasing rate for research activity. Does this detract from teaching? I do not think so. I believe that the research projects which we have underway at Ohio University are extremely beneficial to the sponsors of the research, to the University, to the researchers, —and perhaps especially to the students. The students get to observe, and in many cases to participate in the creation of knowledge. We must remember that a college or university is not just a place where teaching is done—it is a place where learning occurs; where young men and women are offered a chance to participate with their professors in the exciting work of creating knowledge as well as in its transmission.

I do, however, think that most institutions of higher learning are facing the prospect that faculty loyalty to the institution is waning. This is not heresy, it is just a fact of our times. Twenty-five years ago most faculty members never questioned where their loyalties lay—they lay with the institution which had hired them and at which many hoped and expected to spend the remainder of their professional careers. Things are different now. As I have pointed out, today's professor is mobile. Few young men entering college teaching today remain at one institution for their entire careers. Loyalty today is divided, with many professors feeling more attachment to their professional groups than they do to the institution for which they work. Thus, a chemist in Madison, Wisconsin, may feel a stronger affiliation with the American Chemical Society than with the University of Wisconsin, and may have more in common with a chemist in Berkeley, California, than with a sociologist in an office a block away. Knowledge is increasing at an ever accel-

erating pace, and the professions are tending to so specialize and draw into themselves that the old campus camaraderie is breaking down. This is happening nearly everywhere, especially at the larger, better, more specialized universities. John C. Weaver, currently academic vice president at Ohio State University, in his address as President of the Association of Graduate Schools commented: "... government agencies and foundations with money to spend and professional associations with national and international prestige and mobility to dispense, are almost overpowering competitors for a loyalty that a university needs desperately to build from within." Meanwhile, we have the situation where, as J. B. Adams points out, "I notice than one author of a [scholarly] paper, the work for which was done in Geneva, explains in a footnote that his affiliation is Berkeley, California, although he is actually on a leave of absence from Milan University."

It is not likely that colleges and universities will ever again be able to hold the complete loyalties of their faculties. However, this does not mean that the faculties are not as good as they once were. Indeed, David Reisman declares that today's college professor is much better than the "pedants or ham actors who were teaching in the 1920's." To restrict a faculty member's professional activities would surely drive him from the campus to a more hospitable environment; and frankly, the strongest faculty members are often the ones with the strongest professional ties. Unfortunately there are in every college a number of intensely loyal faculty members who trade on that loyalty because they have no professional standing; their dog-like loyalty is all they have to lay at the feet of their masters, to mix a metaphor or two.

I hope I have given you a picture of a few things which college and university administrators are thinking about. Conditions in education are changing, charging, and challenging, and we know no short answers. However, we at Ohio University are optimistic by the challenges placed before us. We are confident that we are building a better educational institution than we have ever had. We are not content to be a reasonably good university; we want to be the best. We want to create at Athens the finest publically-assisted university in America. And with your help and understanding, we shall do just that.

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